



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 10071140
SAU: Auburn School Department
School: Walton School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

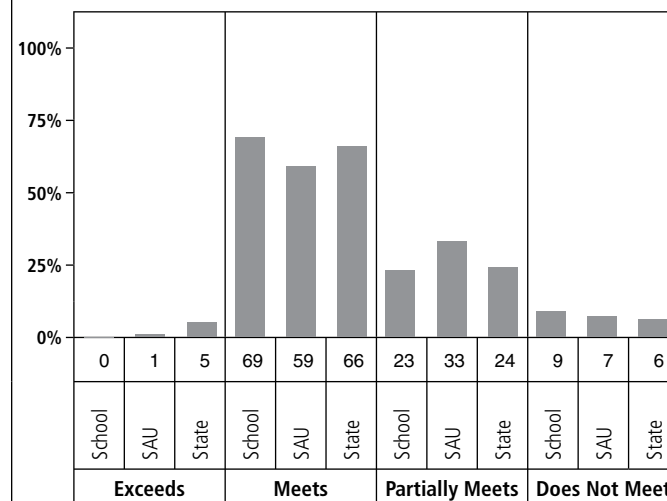
SAU: Auburn School Department

School: Walton School

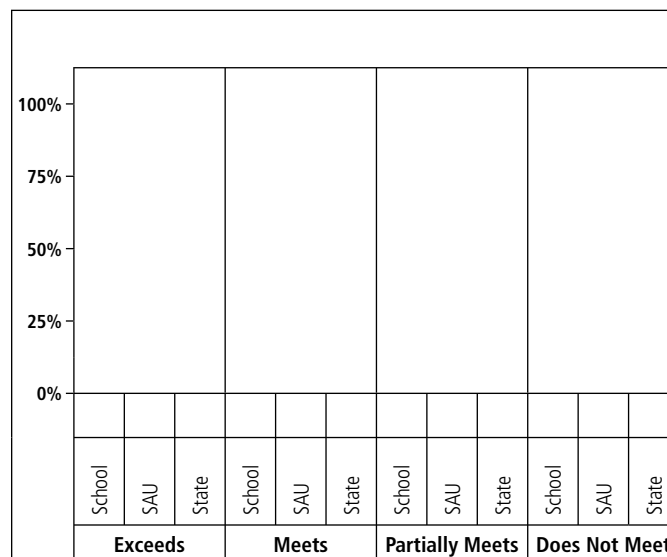
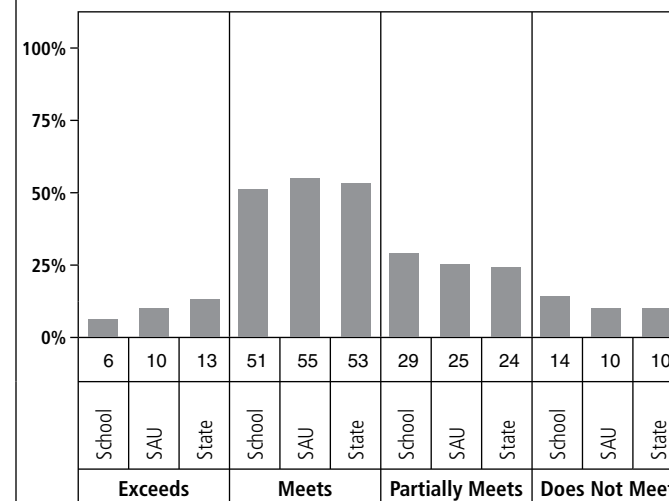
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	442	445	445
2007–2008	442	443	445
2008–2009	443	443	446
Cum. Avg.*	442	444	445
Mathematics			
2006–2007	440	444	445
2007–2008	436	443	445
2008–2009	443	446	446
Cum. Avg.*	440	444	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Auburn School Department
School: Walton School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	35	100	264	100	13805	100	35	100	263	100	13737	100	35	100	263	100	13746	100						
Ethnicity African American/Black	5	14	23	9	419	3	5	100	23	100	410	98	5	100	23	100	416	99						
American Indian or Native Alaskan	1	3	2	1	125	1	1	100	2	100	124	99	1	100	2	100	124	99						
Asian or Pacific Islander	2	6	7	3	229	2	2	100	7	100	223	97	2	100	7	100	227	99						
Hispanic	1	3	5	2	149	1	1	100	5	100	148	99	1	100	5	100	148	99						
Caucasian/White	26	74	227	86	12883	93	26	100	226	100	12832	100	26	100	226	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	29	64	24	2383	17	10	100	63	100	2366	100	10	100	63	100	2364	99						
Current LEP	0	0	13	5	377	3	0	0	13	100	362	96	0	0	13	100	373	99						
Economically disadvantaged	21	60	122	46	5819	42	21	100	122	100	5782	99	21	100	122	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	15	43	157	59	10439	76	15	43	158	60	10471	76						
Identified disability (PET/IEP)	1	7	4	3	351	3	1	7	5	3	367	4						
LEP	0	0	4	3	171	2	0	0	4	3	172	2						
504 plan	0	0	3	2	92	1	0	0	3	2	90	1						
Participation with accommodations	20	57	101	38	3142	23	20	57	100	38	3138	23						
Identified disability (PET/IEP)	9	45	54	53	1860	59	9	45	53	53	1860	59						
LEP	0	0	9	9	186	6	0	0	9	9	198	6						
504 plan	0	0	1	1	71	2	0	0	1	1	73	2						
Other	11	55	39	39	1060	34	11	55	39	39	1043	33						
Participation through alternate assessment (PAAP)	0	0	5	2	155	1	0	0	5	2	137	1						
Identified disability (PET/IEP)	0	0	5	100	155	100	0	0	5	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	1	0	11	0	0	0	1	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Auburn School Department
School: Walton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	0	0	4	2	507	4
	2007-2008	0	0	7	3	559	4
	2008-2009	0	0	3	1	672	5
	Cum. Total*	0	0	14	2	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	15	65	136	64	8749	63
	2007-2008	10	59	146	55	8308	59
	2008-2009	24	69	153	59	8917	66
	Cum. Total*	49	65	435	59	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	8	35	65	31	3467	25
	2007-2008	5	29	79	30	3922	28
	2008-2009	8	23	85	33	3241	24
	Cum. Total*	21	28	229	31	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	0	0	8	4	1165	8
	2007-2008	2	12	33	12	1264	9
	2008-2009	3	9	17	7	751	6
	Cum. Total*	5	7	58	8	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.2	60.8	29.2	60.8	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	15.0	62.5	15.1	62.9	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.1	58.8	14.1	58.8	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 4

SAU: Auburn School Department

School: Walton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	0	0	24	69	8	23	3	9	443	258	1	59	33	7	443	13581	5	66	24	6	446
Ethnicity																						
African American/Black	5	0	0	4	80	1	20	0	0	444	23	0	57	30	13	441	408	2	51	31	16	441
American Indian or Native Alaskan	1										2					122	1	59	34	6	444	
Asian or Pacific Islander	2										7	0	71	29	0	447	221	9	62	22	7	447
Hispanic	1										5	0	60	40	0	443	146	1	64	28	6	445
Caucasian/White	26	0	0	17	65	6	23	3	12	443	221	1	59	33	6	443	12684	5	66	24	5	446
Not Reported	0										0					0						
Identified disability																						
Yes	10	0	0	3	30	4	40	3	30	437	58	0	26	57	17	438	2211	1	39	42	18	439
No	25	0	0	21	84	4	16	0	0	446	200	2	69	26	4	445	11370	6	71	20	3	448
Current LEP																						
Yes	0										13	0	31	46	23	437	357	3	42	36	19	440
No	35	0	0	24	69	8	23	3	9	443	245	1	61	32	6	444	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	21	0	0	11	52	7	33	3	14	441	120	0	48	43	10	441	5677	2	57	32	9	443
No	14	0	0	13	93	1	7	0	0	447	138	2	70	25	4	445	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	35	0	0	24	69	8	23	3	9	443	258	1	59	33	7	443	13575	5	66	24	6	446
Gender																						
Female	14	0	0	10	71	4	29	0	0	444	120	3	68	23	7	444	6580	7	68	21	5	448
Male	21	0	0	14	67	4	19	3	14	442	138	0	52	41	7	442	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	11	92	1	8	0	0	446	45	0	40	56	4	440	2127	1	48	42	9	441
No	23	0	0	13	57	7	30	3	13	442	213	1	63	28	7	444	11454	6	69	20	5	447
Gifted/talented program																						
Yes	1										12	0	100	0	0	455	324	27	72	1	0	458
No	34	0	0	23	68	8	24	3	9	443	246	1	57	35	7	443	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Auburn School Department

School: Walton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	1	33	1	33	1	33	437	6	0	20	60	20	436	4	2	45	36	17	441
B. less than one hour	77	0	0	21	78	4	15	2	7	444	71	2	64	29	6	444	75	5	67	23	4	447
C. one to two hours	14	0	0	2	40	3	60	0	0	440	20	0	62	35	4	444	18	5	67	23	5	447
D. more than two hours	0										3	0	14	71	14	435	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	0	0	11	69	5	31	0	0	445	40	3	66	26	5	445	40	8	71	17	4	449
B. good	43	0	0	11	73	2	13	2	13	442	45	0	60	32	8	443	45	3	66	25	5	446
C. fair	9	0	0	2	67	1	33	0	0	442	12	0	53	41	6	442	13	1	54	35	10	442
D. poor	3	0	0	0	0	0	0	1	100	430	3	0	0	89	11	436	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	0	0	4	50	3	38	1	13	441	30	4	66	23	6	445	31	8	69	19	4	448
B. They match some of what I have learned.	66	0	0	17	74	4	17	2	9	444	53	0	64	30	6	443	53	4	68	23	4	447
C. They match just a little of what I have learned.	6	0	0	1	50	1	50	0	0	444	11	0	38	55	7	440	11	2	54	35	10	442
D. There is no match.	6	0	0	2	100	0	0	0	0	445	6	0	25	63	13	438	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	2	50	2	50	0	0	439	21	0	45	49	6	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	71	0	0	18	72	5	20	2	8	444	59	1	66	26	6	444	63	6	69	22	4	447
C. easier than my regular schoolwork	17	0	0	4	67	1	17	1	17	443	20	2	59	31	8	443	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	14	0	0	2	40	2	40	1	20	439	14	0	31	54	14	439	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	49	0	0	11	65	4	24	2	12	442	55	1	65	30	4	444	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	37	0	0	11	85	2	15	0	0	446	32	3	64	28	6	445	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	29	0	0	7	70	2	20	1	10	444	17	2	56	26	16	442	21	8	68	19	5	448
B. 20 minutes to an hour	40	0	0	12	86	1	7	1	7	445	55	1	72	23	4	445	55	5	70	21	4	447
C. less than 20 minutes	17	0	0	3	50	3	50	0	0	440	17	0	44	53	2	442	13	2	57	33	8	443
D. I rarely read at home.	14	0	0	2	40	2	40	1	20	440	11	0	24	66	10	438	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	0	0	1	20	2	40	2	40	437	25	2	40	48	10	441	25	3	59	30	8	444
B. six to ten pages	29	0	0	6	60	4	40	0	0	442	24	0	66	26	9	443	24	4	64	26	6	445
C. eleven or more pages	57	0	0	17	85	2	10	1	5	445	51	2	66	30	2	445	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										25	0	0	50	50	429						
B.	0										38	0	0	67	33	437						
C.	0										25	0	50	0	50	435						
D.	100	0	0	1	100	0	0	0	0	446	13	0	100	0	0	446						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Auburn School Department
School: Walton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	0	0	12	6	1054	8
	2007-2008	0	0	11	4	1321	9
	2008-2009	2	6	27	10	1712	13
	Cum. Total*	2	3	50	7	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	10	43	112	52	7394	53
	2007-2008	5	29	128	48	7079	51
	2008-2009	18	51	142	55	7270	53
	Cum. Total*	33	44	382	52	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	11	48	63	29	3729	27
	2007-2008	8	47	92	35	3955	28
	2008-2009	10	29	64	25	3219	24
	Cum. Total*	29	39	219	30	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	2	9	28	13	1735	12
	2007-2008	4	24	34	13	1642	12
	2008-2009	5	14	25	10	1408	10
	Cum. Total*	11	15	87	12	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	28.7	59.8	30.6	63.8	30.8	64.2
A. Number	20	42	11.3	56.5	12.7	63.5	12.5	62.5
B. Data	8	17	5.1	63.8	5.2	65.0	5.3	66.3
C. Geometry	10	21	5.9	59.0	6.4	64.0	6.5	65.0
D. Algebra	10	21	6.2	62.0	6.3	63.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Auburn School Department
 School: Walton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	2	6	18	51	10	29	5	14	443	258	10	55	25	10	446	13609	13	53	24	10	446
Ethnicity																						
African American/Black	5	1	20	3	60	0	0	1	20	444	23	9	57	26	9	444	415	5	41	30	24	439
American Indian or Native Alaskan	1										2						123	12	46	28	13	445
Asian or Pacific Islander	2										7	29	14	43	14	447	225	22	45	20	12	448
Hispanic	1										5	0	80	0	20	445	147	3	58	30	10	443
Caucasian/White	26	1	4	13	50	9	35	3	12	444	221	10	56	25	9	447	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	4	40	5	50	432	58	2	33	33	33	437	2227	3	34	33	30	437
No	25	2	8	17	68	6	24	0	0	448	200	13	62	23	3	449	11382	14	57	22	7	448
Current LEP																						
Yes	0										13	8	54	31	8	443	370	7	35	31	27	439
No	35	2	6	18	51	10	29	5	14	443	245	11	55	24	10	446	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	21	1	5	11	52	4	19	5	24	441	120	3	53	31	14	443	5704	6	48	30	16	442
No	14	1	7	7	50	6	43	0	0	446	138	17	57	20	6	450	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	35	2	6	18	51	10	29	5	14	443	258	10	55	25	10	446	13603	13	53	24	10	446
Gender																						
Female	14	0	0	6	43	4	29	4	29	439	120	10	53	23	14	445	6591	12	54	24	11	446
Male	21	2	10	12	57	6	29	1	5	446	138	11	57	26	6	448	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	12	100	0	0	0	0	448	45	0	58	31	11	442	2131	3	41	38	18	440
No	23	2	9	6	26	10	43	5	22	441	213	13	54	23	9	447	11478	14	56	21	9	448
Gifted/talented program																						
Yes	1										12	83	17	0	0	468	324	64	34	2	0	464
No	34	1	3	18	53	10	29	5	15	443	246	7	57	26	10	445	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Auburn School Department

School: Walton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	2	67	1	33	0	0	445	6	0	47	33	20	437	4	4	37	30	28	438
B. less than one hour	77	1	4	14	52	9	33	3	11	444	71	13	57	21	10	448	75	13	55	23	9	447
C. one to two hours	14	1	20	2	40	0	0	2	40	441	20	8	56	29	8	445	18	12	54	24	10	446
D. more than two hours	0										3	0	14	86	0	437	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	2	22	6	67	1	11	0	0	454	45	17	58	21	3	451	37	22	56	16	7	451
B. good	57	0	0	10	50	8	40	2	10	441	40	6	59	25	10	444	45	9	56	25	9	446
C. fair	14	0	0	1	20	1	20	3	60	433	11	4	43	29	25	440	14	3	46	34	17	440
D. poor	3	0	0	1	100	0	0	0	0	442	5	0	23	46	31	435	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	1	9	6	55	2	18	2	18	447	41	16	59	18	7	450	35	19	56	19	7	450
B. They match some of what I have learned.	54	1	5	9	47	7	37	2	11	442	45	8	54	29	9	445	51	11	56	25	8	446
C. They match just a little of what I have learned.	3	0	0	0	0	1	100	0	0	438	7	5	32	37	26	439	10	5	43	31	21	440
D. There is no match.	11	0	0	3	75	0	0	1	25	443	7	0	59	24	18	439	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	0	0	2	67	1	33	435	16	3	36	41	21	439	17	5	44	31	20	441
B. about the same as my regular schoolwork	73	2	8	15	63	4	17	3	13	445	55	13	58	20	9	448	62	13	57	23	7	448
C. easier than my regular schoolwork	18	0	0	3	50	2	33	1	17	442	29	11	62	22	5	449	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	0	0	1	100	420	8	5	50	30	15	442	7	6	36	32	27	438
B. 30–45 minutes	9	0	0	2	67	1	33	0	0	446	18	4	57	26	13	444	25	7	52	28	12	444
C. 45–60 minutes	34	1	8	2	17	8	67	1	8	442	23	10	43	35	12	444	38	14	56	22	8	448
D. more than 60 minutes	54	1	5	14	74	1	5	3	16	445	51	14	60	19	7	449	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	0										4	0	27	27	45	433	3	4	36	31	28	438
B. two or three days a week	23	0	0	1	13	5	63	2	25	435	15	8	49	31	13	444	12	13	51	26	10	446
C. two or three times each month	31	0	0	8	73	2	18	1	9	443	37	14	63	19	5	449	32	15	58	20	7	449
D. never or almost never	46	2	13	9	56	3	19	2	13	448	43	10	54	28	9	446	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	40	0	0	8	57	3	21	3	21	440	41	6	52	29	13	444	26	12	50	25	13	445
B. two or three days a week	31	1	9	5	45	5	45	0	0	446	30	14	59	24	3	450	32	14	57	21	7	448
C. two or three times each month	17	1	17	3	50	1	17	1	17	446	19	13	54	19	15	446	26	13	56	22	8	448
D. never or almost never	11	0	0	2	50	1	25	1	25	442	11	14	54	25	7	447	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										25	0	0	100	0	433						
B.	0										38	0	33	33	33	435						
C.	0										25	0	50	0	50	435						
D.	100	0	0	1	100	0	0	0	0	442	13	0	100	0	0	442						

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